Principal/Evaluator Focused Scoring Document
Criterion 1: AWSP Leadership Framework

The purpose of this document is to capture the progress over the course of the year and to facilitate a growth-focused conversation.

Name: _____	☐ Principal ☐ Assistant Principal		**Date:** _____
Evaluator: _____	**District/School:** _____		**School Year:** _____
Comprehensive Evaluation Score*: _____	**From School Year:** _____		

*The final focus summative rating will be the same as the Comprehensive score unless it is a 3 and evidence during this evaluation period indicates a level 4 practice.

Criterion 1: Creating a school culture that promotes the ongoing improvement of teaching and learning for students and staff

	Unsatisfactory	Basic	Proficient	Distinguished
1.1: Develops and sustains focus on a shared mission and clear vision for improvement of teaching and learning				
Communicates Mission and Vision	Does not believe a common mission or vision is needed for the improvement of teaching and learning.	Recognizes the connection between a common mission and vision in the improvement of teaching and learning but has not identified how to directly influence these in the work of the school.	Communicates a mission and vision of ongoing improvement in teaching and learning such that students and staff under- stand what the school is working to achieve.	Most or all of the stakeholders own the mission and vision, such that they independently advocate for and seek to achieve the mission and vision and communicate these to others.

	Unsatisfactory	Basic	Proficient	Distinguished
Aligns Mission and Vision with Behaviors	Tolerates behaviors and activities not aligned with the school's mission and vision.	Inconsistently connects the school's mission and vision with school behaviors and activities.	Consistently encourages and supports behaviors and activities that explicitly align with the school's mission and vision.	Students and staff develop and implement behaviors and activities that consistently align with the mission and vision of the school.

1.2: Engages in essential conversations for ongoing improvement of the school [See also 7.2]

	Unsatisfactory	Basic	Proficient	Distinguished
Focuses Conversations on High Impact Topics	Conversations with students, staff, and stakeholders are off topic, shallow or confusing.	Conversations with students, staff, and stakeholders rarely focus on high impact issues and topics.	Conversations with students, staff, and stake- holders routinely focus on high-impact issues and topics.	Establishes and implements communication systems that focus student, staff, and stakeholder conversations on high impact issues and topics.
Sustains Two-way Communication	Communication with students, staff, and stakeholders is top-down and discourages feedback.	Input from students, staff, and stakeholders is solicited, but not acted upon.	Creates and sustains productive two-way communication systems with students, staff, and stakeholders.	Creates systemic, two- way feedback loops used within student, staff, and stakeholder groups.
Addresses Communication Barriers	Creates or employs barriers to effective communication about ongoing improvement of the school.	Infrequently identifies or addresses barriers to effective communication about ongoing improvement of the school.	Provides leadership such that the effective communication about ongoing improvement of the school takes place barrier free.	Staff and students identify and reduce barriers to effective communication about ongoing improvement of the school.

1.3: Facilitates collaborative processes leading toward continuous improvement of teaching and learning

	Unsatisfactory	Basic	Proficient	Distinguished
Facilitates Collaboration	Demonstrates no understanding of the value of collaboration and trust—does not model, promote, or facilitate collaboration among staff for teaching and learning.	Demonstrates some understanding of the value of collaboration and trust—occasionally models, promotes, and facilitates collaboration among staff for teaching and learning.	Assumes responsibility for modeling, teaching, and promoting collaboration among staff for teaching and learning.	Has created a culture in which staff willingly and autonomously model, promote, and facilitate collaboration for teaching and learning.

	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Implements Collaboration	Tolerates behaviors (competition, unhealthy interactions) that impede collaboration among staff for teaching and learning.	Displays emerging consensus-building and negotiation skills among staff for teaching and learning.	Actively supports and facilitates collaborative processes among staff for teaching and learning.	Successfully creates systems that build the capacity of staff to collaborate across grade levels and subject areas for teaching and learning.
1.4: Promotes and distributes leadership				
Distributes Leadership	Offers no model or opportunity for distributed leadership among staff.	Offers differing or limited opportunities for staff to serve in appropriate leadership roles.	Provides opportunities and invitations for a range of staff to serve in appropriate leadership roles.	Develops and depends upon structures that rely on many staff serving in appropriate leadership roles.
Shares Decision-Making	Makes decisions unilaterally.	Decision-making is limited to selected individuals or groups.	Those impacted by a decision have input before a decision is finalized.	Builds a sense of efficacy and empowerment that results in staff ownership for final decisions.
Develops Leaders	Takes no responsibility for developing the leadership skills of others.	Takes limited responsibility for developing the leadership skills of others.	Routinely develops the leadership skills of building leaders and other staff.	Key staff develop the leadership skills of others by routinely teaching effective leadership skills to students and staff.
1.5: Creates and sustains a school culture that values and responds to the characteristics and needs of each learner [See also 2.2 and 8.2]				
Meets Common Needs	Does not address the common need for others to feel welcome, safe, capable, and known.	Makes attempts to meet common needs, but the at-tempts do not contribute to an improved building culture.	Implements programs which create a building culture that meets the common needs for others to feel welcome, safe, capable, and known.	Leads the community to initiate programs that lead to measurable improvement in building culture.
Meets Unique Needs	No effort made to address the unique economic,	Very little and/or ineffective effort is made to adjust school	All influences are considered by administrator when planning for	All staff are knowledge- able, sensitive and effectively

	Unsatisfactory	Basic	Proficient	Distinguished
	cultural, or societal influences on individual learners.	culture and programs to better meet the unique economic, cultural, or societal influences on individual learners.	and responding to the unique economic, cultural, or societal influences on individual learners.	responsive to the unique economic, cultural, and societal influences on individual learners.
Communicates High Expectations	Does not communicate high expectations for students and staff regarding school improvement.	Conversations about school improvement infrequently express high expectations for students and staff.	Conversations about school improvement regularly express high expectations for students and staff.	Students and staff consistently communicate high expectations for their ability to improve the school.

3.5: Provides evidence of student growth that results from the school improvement planning process

	Unsatisfactory	Basic	Proficient	Distinguished
Growth in Student Learning	School improvement planning process results in no improvement in student academic growth.	School improvement planning process results in minimal improvement in student academic growth.	School improvement planning process results in measurable improvement in student academic growth.	School improvement planning process results in significant improvement in student academic growth.

5.4: Provides evidence of student growth of selected teachers

	Unsatisfactory	Basic	Proficient	Distinguished
Growth in Student Learning	Multiple measures of student achievement of selected teachers show no academic growth.	Multiple measures of student achievement of selected teachers show minimal academic growth.	Multiple measures of student achievement of selected teachers show measurable academic growth.	Multiple measures of student achievement of selected teachers show significant academic growth.

8.4: Provide evidence of growth in student learning

	Unsatisfactory	Basic	Proficient	Distinguished
Growth in Student Learning	Achievement data from multiple sources or data points show no evidence of student growth toward narrowing gaps of targeted student groups.	Achievement data from multiple sources or data points show minimum evidence of student growth toward narrowing gaps of targeted student groups.	Achievement data from multiple sources or data points show measurable evidence of student growth toward narrowing gaps of targeted student groups.	Achievement data from multiple sources or data points show consistent evidence of student growth toward narrowing gaps of targeted student groups.

Reflective Questions:
As we look toward next year, do you feel that your practice would be enhanced by continuing with this criterion? Or, might it be time to consider further developing your skills with a different criterion?
Given your response to the previous question, what supports can I, as your evaluator, provide for you to maximize your growth next year?

Both signatures required. Signing of this instrument acknowledges participation in but not necessarily concurrence with the evaluation. (Attach teacher comments if desired.)

Evaluator Signature: _____   **Date:** _____

Employee Signature: _____   **Date:** _____